

Documents on Diplomacy: Lessons

Substituting Dollars for Bullets: Dollar Diplomacy

Standard: II. Time, Continuity, and Change
III. People, Places, and Environment
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
IX. Global Connections
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Analyze primary documents with opposing opinions
- Interpret effects of dollar diplomacy on China and Nicaragua
- Evaluate the successes/failures of dollar diplomacy

Time: 1–2 class periods

Materials: Documents: **1912** *Dollar Diplomacy*
1913 *Wilson repudiates dollar diplomacy*

Resources: Reading: *A Brief Description of Dollar Diplomacy*
http://future.state.gov/when/timeline/1866_timeline/dollar_dipl.html

Reading: *Dollar Diplomacy*
<http://www.americanforeignrelations.com/A-D/Dollar-Diplomacy.html>

Exercises: *Analyzing Dollar Diplomacy*
Cartoon: Theodore Roosevelt and William Howard Taft

Procedures:

1. Provide students with the documents, *Dollar Diplomacy*, and *Wilson Repudiates of Dollar Diplomacy*.
2. Refer students (or use as reference for teacher's notes) to the article, *Dollar Diplomacy*, if additional information is needed.
3. Have students work individually or in pairs to complete the exercise, *Analyzing Dollar Diplomacy*.
4. Discuss the results of the exercise and the following questions.
 - a. How did Taft's dollar diplomacy differ from Roosevelt's "gunboat or big stick" diplomacy?
 - b. Does Taft's policy align with the intent of the Monroe Doctrine?
 - c. Did Taft maintain the best interests of the United States while implementing his policy?
 - d. What type of policy is followed by the U.S. Government today? Does it combine elements of past presidential policy? Explain.

- 5.** Compile the results of the Credit Ratings. What was the general consensus of students? If ratings are low, have students describe what Taft could have done to improve his credit rating? If ratings are high, have students describe the positive aspects of Taft's program.
- 6.** Distribute or project the exercise, *Cartoon: Theodore Roosevelt and William Howard Taft*.
- 7.** Have students answer the Cartoon questions.
- 8.** Discuss their answers plus these additional questions.
 - a.** The cartoon was created at the beginning of Taft's presidency. At the end of Taft's presidency, would the cartoon change if it were drawn by Theodore Roosevelt?
 - b.** What changes would he have made? ■